

Application Narrative

#17

Describe the population of the school. *

Mater Academy of Nevada believes that all students regardless of ethnicity or socio-economic status will be successful if provided an encouraging environment, needed interventions, engaging instruction, and well-prepared instructors. The Mater model is to actively involve the community in the learning of its students and to allow the school to be the center of the community. The school administration seeks additional resources to provide social and emotional, and support to Mater students and families.

Mater Academy was founded with the vision "to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity." The vision is to prepare students to be college and career ready with cross cultural competence. The mission of Mater Academy of Nevada is to provide an innovative, challenging, multicultural education preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy aspires to have students have a thirst for knowledge and a belief in their own self-efficacy.

Mater Academy is a State Public Charter School in its second year of operation. Mater Academy opened its doors in August of 2014 with 287 students of which 73% qualified for Free or Reduced lunch (FRL) and 45% were English Language Learners. Mater Academy of Nevada opened its door for its second year on September 8, 2015 in a brand new building located in one of the highest poverty and crime areas within the city of Las Vegas. Mater's enrollment tripled in size to over 789 students in K-7. This year Mater has nearly 80% of its population that is FRL, ten percent of the population with IEP's, and over sixty percent answering yes to the question "is another language besides English most spoken in the home" on the Home Language Survey.

Additionally, Mater received the U.S. Department of Education and U.S. Department of Health and Human Services Preschool Development Grant from the Nevada Department of Education and State Public Charter School Authority. Mater Academy is the only charter school to have received this grant for the 2015-2016 school year. Mater is serving 35 at-risk Pre-K Students that started on September 28, 2015. To participate in the Pre-K program families had to qualify on the basis of income similar to qualifying for Free and Reduced Lunch.

Mater families are working families, single-parent homes, homeless families, limited English families, minority families, and poorly educated families in a high transiency neighborhood. They are families that want better choices for their children, but do not have the resources to find or locate those resources.

Describe the needs of the population, using supporting data. *

The needs of Mater Academy's student population stem from living in poverty with over 80% qualifying for free or reduced lunch. Though our families try to do what is best for their children, they often lack the knowledge of how to provide emotional support when their children are struggling. Many families have unstable home environments including:

- Lack of consistent housing, with 17% of students reporting lack of adequate nighttime housing on the RESIDENCY QUESTIONNAIRE;
- Inconsistent guardianship;
- Lack of basic necessities;
- Emotional turmoil in the house, domestic violence, drug abuse; and
- Living in a high-crime neighborhood.

Currently the administration sees 10-20 students a day for social-emotional issues that result in behavioral issues. The common themes faced include, bullying, lack of conflict resolution, lack of self-esteem, anger management, issues with anxiety or other mental health, peer pressure, peer issues, self-harm, and other issues that affect academic performance and classroom behavior. For example, our middle school students are struggling with appropriate conflict resolution often resulting in confrontation with both peers and staff. There are numerous students facing lack of self-esteem and positive role models often resulting in self-harm or bullying type of behaviors.

In addition, the school health office sees on average 30–35 students per day (this does not include students who receive regular medications). Many of the health issues students face stem from a lack of resources for example, lack of preventative care, lack of health insurance, language barriers, and lack of knowledge. Some health issues stem from unstable home environments and present as not feeling well.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

As stated in the school's mission, the goal is to build self-efficacy in all students. Self-efficacy refers to having confidence and the ability to exert control over one's motivation and social environment. It is the belief in one's ability to succeed. In order to build self-efficacy, many of Mater students need additional social and emotional support from a licensed social worker or mental health professional. The social worker or mental health professional could work on multiple tiers. For students facing severe issues, the social worker could provide one-on-one counseling. On another tier, the social worker could run groups for students facing common issues, for example, anger management, students with lack of self-esteem, divorced families, substance abuse, etc. The social worker could work on broader school issues such as bullying and conflict resolution. The social worker could also work with identifying families who need help accessing further resources. For families that are harder to reach, the social worker could conduct home visits. The social worker could provide trainings and workshops for teachers, school, staff, and parents. The social worker could lead a crisis management team to address ongoing issues as well as emergency crisis issues. Additionally, the social worker would be part of a multi-disciplinary team to ensure that supports are provided in the classroom, after-school programming, etc.

Who is your target audience and how would use the social worker/mental health professional. *

One-on-one: target audience would be students that are identified with social-emotional needs that would benefit from one-on-one counseling, students that would not be successful in a group setting, and students that have emotional needs that are not appropriate for a group setting.

Groups: target audience would be students that would benefit from group therapy with students that are facing a common issue.

Classroom: target audience would be classrooms that are facing common issues, such as conflict resolution and bullying.

Workshops: target audience would be teachers, parents, and school staff.

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SECTION IV ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:

Renee Fairless
Authorized Representative

12-10-15
Date

Renee Fairless
Print Name Here

Mater Academy
12-10-15
Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#14

**COMPLETE****Collector:** Email Invitation 1 (Email)**Started:** Thursday, December 10, 2015 9:29:17 AM**Last Modified:** Thursday, December 10, 2015 5:28:16 PM**Time Spent:** 07:58:58**Email:** swerlein@connectionseducation.com**Custom Data:** None**IP Address:** 75.140.54.226

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Nevada Connections Academy

Q2: School/Campus Contact Information for this Grant

Name

Steve Werlein

Address

555 Double Eagle Ct., Ste. 2000

City/Town

Reno

State/Province

NV

ZIP/Postal Code

89521

Email Address

swerlein@connectionseducation.com

Phone Number

7758264200

Q3: Enter your school/campus's total student population.

3000

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

4

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.2

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

114

Q8: How long is your school's instructional day?

6.0

Application Narrative

#16

Describe the population of the school. *

NCA has a population which is 45% FRL, highly transient (40%), credit deficient upon enrollment (40%) and is seeing an increase of about 50% of students whose primary language is Spanish. We also track very closely the reasons that students provide for enrolling and leaving—and for the purposes of the narrative that follow will focus on a particular group of students comprising about 30% of our population. While we serve many "traditional" students who choose our school for its flexibility, rigor, and opportunity, the targeted group of students described here often chooses us for social/emotional reasons or as a "safe haven" from their previous school. These characteristics are seen in grades K–12 but are most apparent (grades, attendance, behavior) in middle and high school.

Describe the needs of the population, using supporting data. *

NCA serves a population that is socio-economically, behaviorally, and academically diverse from across the state of Nevada. While approximately 75% of our student population resides in Clark County, we have students enrolled from all but one county. NCA serves a population that is 45% (approximately) FRL, and has a highly transient population (roughly 40% over the course of a school year). The high level of transiency coupled with the factors typically presented by "at-risk" (FRL) students, provides many challenges that a holistic, "wrap-around" approach to mental health services provided by qualified professionals in conjunction with our counseling, administrative, and instructional staff can address.

Additionally, we have seen a 49% increase this year in the number of students whose primary language is Spanish. While direct ELL diagnostic and instructional services are provided, the social/emotional issues faced by non-English speakers can and do lead to additional challenges. The goal, especially those that are "un-schooled" at the secondary level becomes two-fold: first, students must be re-engaged with the process of schooling, and second, they must be given the supports needed to adequately prepare for post-secondary life.

Without a doubt, the most critical area of need that NCA has is the social, emotional, and ultimately academic support for what is perhaps our largest subgroups of students. This particular subgroup cuts across grade level, gender, age, ethnicity, and geographic boundaries. In looking at enrollment data, we have found that approximately 30% of students are enrolled at NCA for one of the following reasons: being a victim of bullying, suffering from severe social/emotional or mental conditions not conducive to education in a brick and mortar setting, pregnancy or child raising, physical condition, parental or familial transiency, and the need to work—sometimes multiple jobs—to help support family.

Students entering our school who have been bullied present a different set of behaviors and needs than those who are currently in a situation where they are the victim. Many of these behaviors closely mirror those of post-traumatic stress disorder. Additional mental health support to re-engage and support these students—academically and socially would be of great benefit. Students who feel socially and emotionally safe are far more likely to be successful academically. Students who enroll for the other non-academic reasons described above are in desperate need of services at the individual and often family level too. Many are from families who have yet to have high school graduates. Most have never sent a child to college. Beyond informing these families of the value of secondary and post-secondary education, there is a great need to address students' most basic needs—particularly when childcare, living situations, and other essentials cannot be taken for granted. Social workers, or other mental health professionals would be key members of a wrap-around team to address these and other more "traditional" school issues (ie—work completion, graduation, attendance at testing, etc). As a public school, we do not turn away students who want to utilize our educational model. Services such as these will support them in both their short and long term success.

One of the benefits of our program is the ability to compile, track, and take action upon data as it relates to student need. Highly at risk or otherwise high need students are assigned a counselor immediately upon enrollment who ensures that proper contacts are made, teacher teams are aware of concerns and circumstances (within confidentiality guidelines) and that success/progress is tracked. There has been a marked increase in such tracking this year, and the set of needs presenting themselves is growing in complexity and severity. Often, a student living in a weekly motel with siblings is working to help the family—so an online option is their only hope of completing high school. Social workers would help bridge the gap with outside, community based services and more intensive counseling to support the students and teachers to lead the student to success.

From a purely academic standpoint, approximately 40–45% of our students in high school are credit deficient. 36% of newly entering 9th graders are credit deficient. Many are un-schooled, or have been to multiple schools before arriving at NCA. These students generally fall into one of these broader categories and present with a multitude of social and emotional issues. While we have newly minted programs in place to address the academics, a means to cohesively address the whole child would greatly benefit the school. It should also be noted that while much attention is paid to high school, our middle school students would also benefit from such an approach to re-engage them with school—to increase retention and promotion. Of note is the fact that 98% of full year 8th grade students were promoted (SY 14–15) but this is only part of the 8th grade class—the majority of whom entered late, and often re-entered more than once.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Based upon the broad description of our population and its diverse needs above, NCA feels that there a variety of ways that a social worker would be utilized. The main issues that can be addressed through the addition of a school social worker are: truancy related to lack of home support, failure rate due to a variety of socio-emotional situations, and child welfare needs due to undiagnosed mental health impairments. Providing “wrap-around” services would allow comprehensive support to occur. Often, truancy is merely one symptom of a far greater problem. Students who are also parents and workers might present as truants—but unless and until the underlying causes are addressed—there will be no improvement and re-engagement will likely not occur.

Truancy issues at our school are often a result of environmental factors. A school social worker would be able to investigate and provide information on resources to help these families succeed. When students are truant due to lack of internet access, a social worker could provide referrals for reduced cost internet subsidies as well as local free internet resources in the community. In addition, students who are working full time to assist with family expenses will be identified and supported through community based program referrals. By acting as an advocate for these students, the school social worker will help to distinguish socio-economic barriers to attending from other more serious disciplinary concerns.

The failure rate at any school is not always the result of a student incapable of passing. Again, the socio-economic barriers that many of our students face often limit their ability to finish work in a timely manner. School social workers can use the data reports we already have readily available to identify students who may be at risk for barriers leading to low academic performance. By providing the support these students need and the interventions to help them achieve, the school social worker could positively impact the failure rate at the school.

Many referrals currently received in our school counseling department are regarding students facing serious and often undiagnosed mental health impairments such as depression and suicidal ideation. One challenge we have when working with these families is their lack of medical insurance programs to cover mental health counseling. Because of the unique training a school social worker receives, they are better qualified to provide ongoing group counseling to these targeted families. Again, the intervention support for these students has the

potential to impact overall performance for our students academically.

The school social worker would be an integral part of our SST process as well as our student services team. By working together with the counselors and teachers, the social worker could address current students in need of interventions based on their socio economic and psycho-social barriers to learning that are presently not being addressed.

Who is your target audience and how would use the social worker/mental health professional. *

Our target audience would first be underperforming students identified through issues of chronic truancy and/or low academic performance. Additionally, students presenting with behaviors of other issues (transiency, family issues) would be targeted through a detailed and thorough screening process coordinated by our counseling department. For example, sending these targeted students surveys related to socio-emotional status, we will be able to identify students in need of intervention. The 30% of students described previously is a conservative number—as it is likely that many families will not give the real reason for attending our school out of fear or not wanting to be labeled.

Interventions will include: SST referrals for academic supports, community resources referrals for basic needs, group counseling/individual counseling referrals for identified needs, and home visits. The social worker will complete risk assessments, behavioral assessments, and home observations for students identified as needing intervention.

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nca_sec4_assurances.pdf
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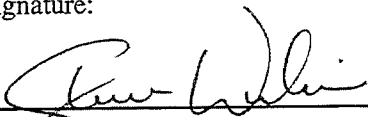
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<p>PUBLIC</p>	

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Signature:



Authorized Representative

12.9.15

Date

STEVEN WERLEIN

Print Name Here

NEVADA Connections

Organization *Academy.*

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

The total for Nevada Connections is \$68,515.20 (assuming 2 based on population)

Budget Narrative:

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#15

COMPLETE



Collector: Email Invitation 1 (Email)
Started: Thursday, December 10, 2015 9:14:45 PM
Last Modified: Thursday, December 10, 2015 9:40:00 PM
Time Spent: 00:25:15
Email: odossantos@nvvacademy.org
Custom Data: None
IP Address: 71.80.209.103

PAGE 1: School Input for Grant Application

Q1: School/Campus Name	Nevada Virtual Academy
Q2: School/Campus Contact Information for this Grant	
Name	Orlando Dos Santos
Address	8965 S. Eastern Ave.
Address 2	Suite 330
City/Town	Las Vegas
State/Province	NV
ZIP/Postal Code	89123
Email Address	odossantos@nvvacademy.org
Phone Number	702-407-1825
Q3: Enter your school/campus's total student population.	2141
Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.	2
Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.	20.0
Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.	1.35
Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.	100
Q8: How long is your school's instructional day?	8.0

Application Narrative

#8

Describe the population of the school. *

The student population at Nevada Virtual Academy is diverse in ethnicity, socioeconomic status, and physical locations. The school serves students in grades Kindergarten through twelfth grade and our unique program provides an individualized pathway for each student. Students live throughout the state of Nevada with the majority of families (almost 80%) in the immediate Clark County area. Nevada Virtual Academy receives Title 1 funding. 51–57% of students at Nevada Virtual Academy qualify for free and reduced lunch. English language learners at Nevada Virtual Academy range between 2.20% and 3.00%. Students with an Individualized Education Plan (IEP) and Nevada Virtual Academy vary from 7.70% of the student population to 11.10% in the three schools.

2015 Nevada Virtual Academy School Demographics

School Name IEP ELL FRL

Nevada Virtual Academy ES 7.70% 2.20% 57.00%

Nevada Virtual Academy MS 10.00% 2.90% 52.80%

Nevada Virtual Academy HS 11.10% 3.00% 51.50%

2015 Nevada Virtual Academy School Ethnicity

School Am. Ind. Asian Af. Am. Hispanic Caucasian

NVVA ES NA 5.10% 13.60% 9.50% 68.20%

NVVA MS 2.40% 4.90% 12.80% 14.60% 62.90%

NVVA HS NA 3.90% 12.20% 14.30% 65.70%

Describe the needs of the population, using supporting data. *

When the current principal was appointed, the graduation rate was 32.47%. In his tenure, the rate has improved steadily, with the 2014–2015 graduation rate tracking at 60%.

Nevada Virtual Academy Graduation Rate

2012 36.56%

2013 52.29%

2014 56.61%

2015 60% (estimated)

The performance targets for the Nevada Virtual Academy's High School include increasing the high school graduation rate by 5% each year for the next five years.

Nevada Virtual Academy High School Graduation Performance Targets

2016 Graduation Rate–65%

2017 Graduation Rate– 70%

2018 Graduation Rate– 72.5%

2019 Graduation Rate– 75% or higher than state average

The performance targets for the Nevada Virtual Academy achievement in Math and ELA are:

For the class of 2016, the goal for HSPE proficiency is

85% passing rate on the Math Assessment by June.

90% passing rate on the Reading Assessment by June

For the class of 2017 and 2018, since the End of Course Exams are participatory only, the goal for each cohort is to have 90% class passage and participation rate for the following classes:

Algebra (Math I End of Course Exam)
Geometry (Math II End of Course Exam)
10th Grade English (ELA I and ELA II End of Course Exam)

For the class of 2019, since End of Course Exams are compensatory starting with this cohort, we will have to wait for the standards settings and compensatory model to become available, but for now we can have the same goals as the cohort classes of 2017 and 2018 and adjust once the state delivers more information.

Data supports the high transiency rate for students at Nevada Virtual Academy. In 2014, the state of Nevada had a transiency rate of 26.70% compared to a Nevada Virtual Academy's transiency rate of 33.70%. It is estimated that the Nevada Virtual Academy transiency rate for 2015 will be approximately 32.78%. The transient student population needs to have resources and support to engage in new educational environments.

Nevada Virtual Academy Transiency Rate
2013 55.80%
2014 33.70%
2015 32.78% (estimated)

The teachers, staff, and administration have worked tirelessly to improve the attendance rate at Nevada Virtual Academy over the past three years. Nevada Virtual Academy's Average Daily Attendance is taken as an entire K-12 school. Through the help of face-to-face tutoring and increased accountability, the school's entire attendance rate has risen dramatically. The goal for Nevada Virtual Academy's 2015 Average Daily Attendance is to achieve 97%.

Nevada Virtual Academy Average Daily Attendance
2012 90.90%
2013 81.90%
2014 94.50%
2015 97.00% (estimated)

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Nevada Virtual Academy will hire two social workers for the 2015-2016 school year to provide guidance with student support groups, attend face-to-face locations to meet with families, collaborate with the counseling team, work with Title 1 services, and engage in professional learning on social work related topics with all staff. More specifically, the social workers will meet the needs of our school population by:

- Facilitating social skills groups with students
- Coordinating and facilitating proactive educational programs (suicide prevention, anti-bullying, Be Kind)
- Compiling family support resources throughout the state
- Planning and facilitating Parent University sessions
- Providing professional learning for teachers, administrators, staff, and the Board of Trustees on Safe and Respectful Learning Environments
- Organizing and writing a school wide informational newsletter on Safe and Respectful Learning Environments

Families that have demonstrated a lack of engagement or established a need at Nevada Virtual Academy will be provided with additional resources and strategies to strengthen student academic success. The two social workers will unify Nevada Virtual Academy's elementary, middle, and high school by providing a unified effort

in maintaining a safe and respectful learning environment.

Who is your target audience and how would use the social worker/mental health professional. *

The primary target audience is students and families in grades K–12 living in the Las Vegas Area, which compromises approximately 85% of the total school population. The social worker/mental health professional would rotate school locations (Eastern office, Sandhill location, Durango location) to maximize exposure to all students and families living in the area.

The secondary target audience is teachers, administrators, staff, and the Board of Trustees. The social worker/mental health professional will collaborate with the Counseling and Family Academic Support Team to improve delivery of services. Finally the social worker/mental health professional will plan and facilitate professional learning on social work related topics that are specific to the needs of Nevada Virtual Academy.

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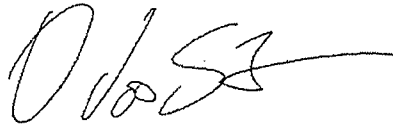
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Signature:



12/8/15

Authorized Representative

Date

Orlando Dos Santos

Nevada Virtual Academy

Print Name Here

Organization

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Budget Narrative:

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#1

COMPLETE**Collector:** Email Invitation 1 (Email)**Started:** Monday, December 07, 2015 3:15:36 PM**Last Modified:** Monday, December 07, 2015 3:35:58 PM**Time Spent:** 00:20:21**Email:** mmackedon@oasisacademyfallon.us**Custom Data:** None**IP Address:** 64.113.173.86

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Oasis Academy

Q2: School/Campus Contact Information for this Grant

Name

Melissa Mackedon

Address

920 West Williams Ave. Suite 100

City/Town

Fallon

State/Province

NV

ZIP/Postal Code

89406

Email Address

mmackedon@oasisacademyfallon.us

Phone Number

7754235437

Q3: Enter your school/campus's total student population.

490

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

1

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39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.4

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

97

Q8: How long is your school's instructional day?

8.0

Application Narrative

#1

Describe the population of the school. *

Oasis Academy is a rural charter school which has sustained tremendous growth in the last two years, going from 180 students to 490 students. Historically, we have never had a school counselor, social worker, or other mental health professional on staff. This is definitely an area that school leadership and the board of directors underestimated in terms of the needs associated with growth. Over the last two years we have had to contend with a variety of issues without the benefit of a mental health professional on staff, some of which include: a local middle school suicide, teen pregnancy, severe childhood depression, cutting, transgender student with a very unsupportive family, and incarcerated youth and parents. When faced with these situations school administrators, with very little experience and no expertise with mental health issues, are responsible for helping the students and families involved.

Mental health issues touch every ethnicity at every socioeconomic level. Specifically, Oasis Academy's ethnic breakdown is as follows:

Oasis Academy (OA)
Churchill County School District (CCSD)

American Indian/Alaska Native
OA4.7%
CCSD5.8%

Asian
OA3.0%
CCSD1.95%

Hispanic/Latino
OA11.3%
CCSD20.96%

African American
OA2.0%
CCSD1.55%

Caucasian
OA76.0%
CCSD62.61%

Native Hawaiian/Pacific
OA NA
CCSD.66%

Two or More Races
OA3.0%
CCSD6.45%

Oasis Academy has 10% of students qualified for special education and 16% qualified for free and reduced

lunch.

Describe the needs of the population, using supporting data. *

Oasis Academy is looking for a well-rounded professional who can work successfully with students from age 5 to 18. Not only does our target population span across the K-12 spectrum, but the variety of needs is tremendous and diverse.

With a Naval Air Station in our county, we have many students whose parents are active duty and mom or dad can be deployed overseas for up to a year at a time. This circumstance provides many unique needs for our students and their families. It also provides a unique circumstance at the school site when young children become emotional, worrying about and missing the parent who is deployed.

We have the same student needs as most schools including, but not limited to: bullying issues, student depression, pregnant and parenting teens, students in and out of the foster care system, family tragedy, transgender students, students with incarcerated parents, students who are incarcerated and/or working with the juvenile probation system. Although these needs are felt by all schools, the unique circumstances of each child and their specific scenario warrant a trained professional who can not only work with individual students but also connect families to other resources that may be available to them.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Oasis Academy has a variety of initiatives already in place that we would like the person in this position to take over including our community service elective. We currently pay a part time person an hourly salary to work 45 minutes a day in the elementary and middle school classrooms. During this time we not only teach our anti-bullying curriculum, but also build a sense of community by doing community service projects. These projects vary greatly depending on the time of year and age of the students. Historically they have involved collecting canned goods, coat drives, and working closely with the local senior center. By the end of the year, this person spends a considerable amount of time with each class at the school.

We also conduct a program with our 6th graders, called "Why Try" which we contract out, and starting this year we will offer a "Human Growth and Development" curriculum for 5th, 7th and 8th grade students. All of which would become the responsibility of this new employee. Teaching these two courses will help this individual develop a rapport and trusting relationship with every student on campus, helping to ensure success during times of crisis.

Mental health issues are of a tremendous variety and could include helping with any of the issues mentioned previously, as well as others not mentioned. For the sake of this grant, I would like to tell you what issues this professional would be contending with if they were to start tomorrow at our school. We have a junior in high school who is due to have a baby in the next 4 weeks. We need someone who can put her in touch with the local resources necessary to find child care and other basic needs in an effort to ensure she returns to school in January and to support her through what will be a challenging 18 months until her high school graduation.

We would also like this individual to become a trained Court Appointed Special Advocate (CASA). After working with the juvenile justice system with our students, we recognize some serious deficiencies. There is a tremendous need for students, not only in the justice system, but also in the foster care system to have an advocate representing them in the court system. We feel strongly that if the CASA was closely connected to the school this would tremendously benefit students.

We have a student who has been in a mental health facility for the past several months and will be transitioning back into the school in the very near future. Extra support and counseling will help ensure success for this student.

We have a second, fourth and ninth grader whose mother is about to be deployed, again, to the Middle East. In the past when she has been gone, there are a variety of needs the students have on a day to day basis.

We have a young student whose mother is in jail and is having a very difficult time coping with her absence.

We have two young girls who lost a friend to suicide last year, and, on a regular basis, still struggle with that loss.

Just last night a parent reached out to me because her daughter was diagnosed with Joint Hypermobility Syndrome and is suffering with depression as a result. Their pediatrician recommended the school counselor as a potential source of help. It was unfortunate to have to inform the parents that that resource is currently not available.

Of course, working with groups of students regarding bullying issues and allegations of such will also be a critical and on-going piece of this job.

Who is your target audience and how would use the social worker/mental health professional. *

Our target audience is any and every student at Oasis Academy. Our experience at Oasis Academy is that mental health needs span across all of our socioeconomic and ethnic groups. When we look at our specific mental health issues we don't see an over abundance of one specific issue among one particular group, rather a menagerie of situations spread across all grade levels and groups. We historically see more mental health issues in middle school and high school, but we feel strongly that building a trusting relationship with students in the younger grades will help ensure that this mental health professional is able to effectively work with all students and families in times of need.

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FORM!**

*



oaprintersoasisacademyfallon.us_20151207_164920.pdf
(Moved to Dropbox folder /Assurances)


Created 7 Dec 2015 3:29:27 PM	64.113.173.86 IP Address
PUBLIC	

SECTION IV ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:



Authorized Representative

12/7/15

Date

Melissa Mackedon
Administrator
Oasis Academy

Print Name Here

Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#12

**COMPLETE**

Collector: Email Invitation 1 (Email)
Started: Thursday, December 10, 2015 3:05:01 PM
Last Modified: Thursday, December 10, 2015 3:45:10 PM
Time Spent: 00:40:08
Email: cbuck@pinecrestnv.org
Custom Data: None
IP Address: 24.234.250.154

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Pinecrest Academy Horizon

Q2: School/Campus Contact Information for this Grant

Name	Carrie Buck
Address	1360 S. Boulder Highway
City/Town	Henderson
State/Province	NV
ZIP/Postal Code	89015
Email Address	Carrie.Buck@pinecrestnv.org
Phone Number	702-749-3500

Q3: Enter your school/campus's total student population.

948

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

3

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.28

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

100

Q8: How long is your school's instructional day?

7.0

Application Narrative

#23

Describe the population of the school. *

Pinecrest Academy is a tuition-free public school of choice and pulls students from 26 zip codes around Clark County. We are a K-8 charter school and serve around 100 students in each grade level. 68% of our students are White/Caucasian; 20% of our students are Hispanic; 5% of our students are Two or More races; 4% of our students are African American, and 3% of our students are Asian/Pacific Islander. Eleven percent of our students receive Free or Reduced Lunch, and around 10% of the students are on an Individualized Education Plan (IEP).

Describe the needs of the population, using supporting data. *

Pinecrest Academy is a unique school in that it serves students from all around the Las Vegas Valley. We have students who come from a variety of learning environments including home schools, online schools, public schools, private schools, and other charter schools. With the STEAM focus of Pinecrest, it appeals to a large number of families who seek a better option for their children than the local school district can provide. We also serve students from the surrounding zip codes in Henderson, Nevada. As a result, we serve many students living in multi-family homes, apartments, and even some homeless students. This year, we began offering the Free or Reduced lunch program to the students. Until recently, we have not had many students identified as FRL students. Based on our discipline data, we have needs in the following areas: teaching positive behavior strategies to students who find themselves irritated during the day; providing ongoing assistance and support to students who have multiple discipline referrals and/or suspensions; and completing daily or weekly status checks on students who require additional support.

Pinecrest Academy has experienced an increase in incidents with discipline issue relating to physical aggression. The physical aggression ranges from pushing to kicking or hitting other students. By the end of the 2014-2015 school year, there were 84 suspensions served by students at Pinecrest Academy. Of those 84 suspensions, 58 were a result of some sort of physical aggression. As of December, 2015, Pinecrest Academy has issued 54 suspensions, and 28 of them are for some sort of physical aggression. This is a definite increase from the previous year, and we need to put additional systems in place to ensure we do not greatly exceed the previous year's numbers. For students at Pinecrest Academy to succeed at the highest levels of achievement, they need to be in their seats every day. Suspending students does not increase student achievement or promote appropriate social interactions as much as teaching replacement behaviors and providing social/emotional support and keeping students in school will increase achievement.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Pinecrest Academy proposes to use three social workers to provide social, emotional, and academic support to students in grades Kindergarten through eight. The social worker will design small group lessons and activities to assist specific Kindergarten students with learning how to interact appropriately with one another on the playground and in a school setting. We have had several incidents with Kindergarten students behaving inappropriately at recess, in the classroom, and in the bathroom. These same students also struggle making friends because their behaviors are inappropriate for their age. Support from a school social worker would help tremendously.

Pinecrest Academy is forming a "Best Buddies" program, a friendship program that helps students who struggle socially. Currently, the special education teachers are working with the student support advocate to design and later implement the program. However, the administration at Pinecrest feels it would be appropriate for the social workers to provide assistance with designing interaction activities for the students in the program and supporting the students throughout the year. The target students in the Best Buddies program are students with an IEP.

As a result of information obtained at the State Charter School Authority of Nevada (CSAN) conference on November 2, 2015 and of our alarming discipline data at this point in the year, Pinecrest Academy realized the need for additional support for students who struggle with behaviors and socially appropriate interactions. We understand we need to be proactive in teaching students appropriate behaviors. If we can provide support before problems occur, we can truly help our students. Unfortunately, many of our students have already been suspended, but we can target those students for the social workers' first groups of students to support. We envision the social workers creating individualized plans and activities for students to teach them empathy, sympathy, and how to respond appropriately to various stimuli. Encouraging positive behaviors and teaching students how to exhibit them will improve the overall school climate, the students' perceptions of the school, and the students' perceptions of themselves. In addition to proactively teaching positive behaviors, the social workers will also provide follow up checks on students who have already had discipline issues. Finally, the social workers will have knowledge of and access to resources that we may be unaware of that will help families in need. Since we have such a varied population with diverse needs, there are many families needing material support, financial support, and emotional support we do not even know to access. The social workers will also be responsible for seeking resources, accessing resources, and training parents on how to utilize resources they may need to help support their families.

It is not our intent to use the social workers to dole out consequences to offending students. The social workers will provide another positive interaction for the students. The main role of the social workers will be to encourage students, provide strategies for dealing positively with situations, and to provide follow up support to students in need of daily or weekly status checks from another caring adult on campus.

Who is your target audience and how would use the social worker/mental health professional. *

The target audience includes specific primary-age students, students who struggle making friends, and students who have received multiple discipline referrals and/or suspensions. The social worker will provide support through creating small group interactions and lessons; offering proactive behavior support and structured lunch settings to foster appropriate social interactions; and implementing weekly or daily status checks on students who require additional support and care. The social workers may also provide support to parents and families through resource acquisition and training on how to access necessary community supports.

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FORM!**

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pinecrest_horizon_assurances_social_worker.pdf
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Created 10 Dec 2015 3:43:08 PM	24.234.250.154 IP Address
PUBLIC	

SECTION IV ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:

Carrie A. Buck
Authorized Representative

12/9/15
Date

Carrie A. Buck
Print Name Here

Pinecrest Academy of Nevada
Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

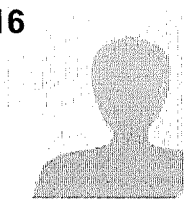
The total for Pinecrest is \$102,772.80 (assuming 2 based on population)

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#16

COMPLETE



Collector: Email Invitation 1 (Email)
Started: Wednesday, December 09, 2015 8:54:57 AM
Last Modified: Thursday, December 10, 2015 10:23:01 PM
Time Spent: Over a day
Email: Sherry.Pendleton@somersetnv.org
Custom Data: None
IP Address: 67.142.235.252

PAGE 1: School Input for Grant Application

Q1: School/Campus Name	Somerset Academy Lone Mountain Campus
Q2: School/Campus Contact Information for this Grant	
Name	Sherry Pendleton
Address	4491 N. Rainbow Blvd
City/Town	las Vegas
State/Province	NV
ZIP/Postal Code	89108
Email Address	sherry.pendleton@somersetnv.org
Phone Number	702-685-9150
Q3: Enter your school/campus's total student population.	780
Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.	3
Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.	39.0
Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.	1.42
Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.	90
Q8: How long is your school's instructional day?	7.0

Application Narrative

#28

Describe the population of the school. *

The Somerset Lone Mountain campus is located in the NW valley of Las Vegas which services a total of 780 students in K–7 (600 K–5 students; 180 middle school students). Our student population consists of 48% male, 52% female, 55% white, 25% Hispanic, 7% Black, 3% Asian, 3% Pacific Islander, and 7% Other. We have a 10% population receiving special education services.

Somerset Lone Mountain is a charter school where parents provide their own transportation and we have no geographical boundaries within the Clark County that is restricted from enrollment in our school, therefore we have families from various neighborhoods and socioeconomic backgrounds.

Describe the needs of the population, using supporting data. *

The Lone Mountain campus is in its first year of operation for the 2015–2016 school year. We have one school counselor who serves the entire K–7 student body consisting of 780 students. All students are new to the school, all parents are new to the school, all teachers are new to each other and to their students. A need that I have observed is in providing supports to students while transitioning into a new environment and in providing parent education in not only supporting their child in their transition to a new environment, but in understanding their own transition into a new school community.

A second need I have observed is in developing, facilitating, and assessing the effectiveness of Tier 2 and Tier 3 interventions. We have a large population in RTI and the needs outweigh the availability and expertise of our current personnel.

A third need we have is in providing parents a mentor or liaison, or resource where they can seek support in supporting their child when recommendations are provided by the school to help student achievement. We are often approached by sobbing parents at a loss of what to do, and we lovingly give our very best help, however our best is not the expert help that a social worker could provide and the time we take for parent support takes away valuable time from administrators, teachers and the counselor from directly working with students. Parent support is critical, yet not built into the budget structure.

Lastly, a need that is present and often neglected (if not always) is the emotional support of teachers. Teachers are on the front lines and we know that it is the teacher that has the most impact on student achievement, yet while we strengthen teachers professionally with pedagogy, we may benefit from having a resource to strengthen them emotionally and have a resource to address issues that may be affecting their performance in the classroom.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

I propose to use a social worker or other mental health professional to support the needs of students, parents, and teachers in the following areas:

1. Provide emotional support and skills training in transitioning
2. Develop, train teachers, and implement Tier 2 and 3 interventions that target the student needs appropriately and that are effective. As a new campus, we do not yet have a strong grasp on this area.
3. Develop parent workshops that address common problem areas, provide resources, and provide time and suggestions to parents when in need of support as it relates to their child's academic achievement.
4. Provide emotional support to teachers as it relates to their profession and their effectiveness in the classroom. We have an Instructional Coach, which is so valuable in teaching curriculum, however, I see a void in the emotional support for teachers. We try to give such support as administrators and colleagues, however the expertise of a social worker or other mental health professional may serve as more effective. Building better teachers will help build better students.

Who is your target audience and how would use the social worker/mental health professional. *

The target audience of a social worker or other mental health professional is students, parents, and teachers by providing support in the following areas:

1. Emotional support
2. Design, train, implement, facilitate and assess School-wide Positive Behavior Supports
3. Oversee Behavior Education Programs such as Check-In Check-Out (CICO), First Step to Success, Check, Connect and Expect
4. Social Skills Instruction
5. Provide community resources and develop community partnerships
6. Provide emotional support to parents as it relates to their child's education
7. Provide emotional support to teachers as it relates to their profession
8. Monitor SWPBS
9. Develop a SWPBS Team that includes administrators, teachers, parents, students, and community members
10. Be available to students in a timely manner, which is one of the greatest challenges that we face by being undermanned and/or under qualified to provide the preventative and restorative supports that may be needed.

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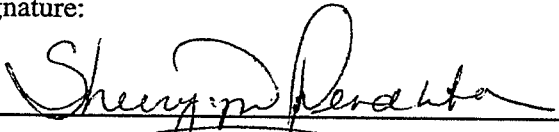
Created 10 Dec 2015 10:14:44 PM	174.71.221.117 IP Address
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SECTION IV ASSURANCES

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2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
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4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:


Authorized Representative

12/10/15
Date

Sherry Pendleton
Print Name Here

Somerset Lone Mountain
Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

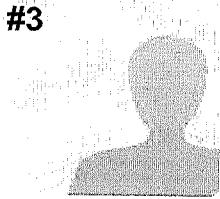
Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#3

COMPLETE



Collector: Email Invitation 1 (Email)
Started: Tuesday, December 08, 2015 6:31:04 AM
Last Modified: Wednesday, December 09, 2015 6:27:51 AM
Time Spent: 23:56:46
Email: Dan.Phillips@somersetnv.org
Custom Data: None
IP Address: 174.71.215.34

PAGE 1: School Input for Grant Application

Q1: School/Campus Name	Somerset Academy Losee MS/HS
Q2: School/Campus Contact Information for this Grant	
Name	Dan Phillips
Address	4650 Losee Road
City/Town	North Las Vegas
State/Province	NV
ZIP/Postal Code	89081
Email Address	dan.phillips@somersetnv.org
Phone Number	702-826-4373
Q3: Enter your school/campus's total student population.	585
Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.	1
Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.	39.0
Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.	1.2
Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.	100
Q8: How long is your school's instructional day?	7.0

Application Narrative

#4

Describe the population of the school. *

Somerset Academy Losee MS/HS is a very ethnically diverse campus located in a predominately low socio-economic area of North Las Vegas. We are located in an industrial area near the corners of Craig and Losee Roads. We currently service students in grades 6–10. We have a student body that is 78% minority, with 35% Hispanic, 19% African-American, 10% multi-racial, and 4% Asian.

Our high school students are drawn from Canyon Springs, Mojave, Cheyenne, and Legacy High Schools. Our middle school students are pulled from Sedway, Johnston, and Bridger Middle Schools.

Although we currently have no lunch program and we unable to provide FRL data, it does not take much observation to know that our students come to school with many needs to ensure that they are ready to learn. It takes a great deal of time and effort on all staff members parts to assist our students and provide them with the material, emotional, and social support that they need to succeed academically.

Describe the needs of the population, using supporting data. *

Currently, Somerset Losee Middle/High is in need of a Social Worker that could address the following issues that occur and exist within our community of students:

Total Population 583

Asian 23 (4%)

Black 112 (19%)

Hispanic 205 (35%)

Pacific Islander 9 (1.5%)

Multi-Racial 57 (9.7%)

Qualify for Free and Reduced Lunch 44

Considered Truant Students 3

Have 10+ Tardies 23

Participate in 3-Square Backpack Program 4 (additional 2 suspected of need)

Calls to Child Protective Services for Neglect/Abuse 3

Office Visits Resulting in RPC and/or Suspension 27

Students Currently Repeating a Grade Level 4

Students Receiving RTI Services 21

Students Identified as LEP 47

Students With IEPs 57

Students With 504s 19

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

The social worker, or other mental health care professional would be involved in the Tier 2 and Tier 3 approach of the school climate and student support RTI (Response to Intervention). Tier 1 applies the school-wide system where expectations and behaviors are taught. Tier 1 involves the teachers as well as the school counselor and administration to teach and reinforce appropriate school behaviors. Students needing additional interventions will be involved in a more targeted support plan, Tier 2. The social worker, along with the school counselor, will work with students needing Tier 2 supports such as group interventions or check in / check out programs. Tier 3 supports will also be provided by the school counselor and social work. Tier 3 supports are for those students who need an individualized plan with a behavioral assessments and individual behavioral plans.

Who is your target audience and how would use the social worker/mental health professional. *

Specific responsibilities the school social worker, or other mental health professional would be involved in include:

- Provide assistance and advocacy to improve social and psychological functioning of students and their families.
- Reach out to parents and families in need to offer supports such as Backpack for Kids program, a free of charge program through a local food bank which provides a bag of kid friendly supplemental food each Friday to students who have been identified as "in need".
- Coordinate with the Registrar and Dean to work with students struggling with chronic attendance issues.
- Develop and implement, while working with the school counselor, professional development for staff as well as informational sessions for parents.
- Create and maintain an ongoing liaison with community agencies and other resources to meet student needs, refers parents and student to agencies when appropriate.
- Address legal issues, such as child abuse and discipline, assisting with hearings and providing testimony to inform custody arrangements.
- Work with the school counselor to lead group counseling sessions to provide support for students in areas such as academic support, grief, and stress.

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SECTION IV ASSURANCES

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7. Districts will submit an annual Financial Report.

Signature:

D. H. Phillips
Authorized Representative

12/8/15
Date

DAN PHILLIPS
Print Name Here

SOMERSET ACADEMY
Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

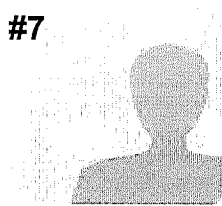
Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#7

COMPLETE**Collector:** Email Invitation 1 (Email)**Started:** Wednesday, December 09, 2015 3:04:13 PM**Last Modified:** Wednesday, December 09, 2015 4:38:04 PM**Time Spent:** 01:33:50**Email:** gayle.jefferson@somersetnv.org**Custom Data:** None**IP Address:** 174.75.32.110**PAGE 1: School Input for Grant Application****Q1: School/Campus Name**

Somerset Academy Sky Pointe Campus

Q2: School/Campus Contact Information for this Grant

Name

Gayle Jefferson

Address

7038 Sky Pointe Drive

City/Town

Las Vegas

State/Province

NV

ZIP/Postal Code

89131

Email Address

gayle.jefferson@somersetnv.org

Phone Number

702-478-8888

Q3: Enter your school/campus's total student population.

1630

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

1

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.4

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

97

Q8: How long is your school's instructional day?

7.0

Application Narrative

#11

Describe the population of the school. *

Our student population consists of 44% minority and 12% IEP students. While we have a fairly low FRL population, the needs of our students consist of depression, self-harm, and suicidal tendencies. As a charter system, funding does not support enough counselors to meet the needs of all students.

Describe the needs of the population, using supporting data. *

Counselor referrals and behavior reports indicate that additional student support is needed for our fragile student population. Students would benefit from gaining additional advocates to assist them in finding resources to meet their needs.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

This professional would do the following:
 Support individual students with their needs to be successful
 Conduct home visits
 Coordinate wrap-around services
 Conduct parent informational meetings/trainings
 Train staff on protocol and procedures as it pertains to identified students
 Coordinate resources within the community with site-based administrators

Who is your target audience and how would use the social worker/mental health professional. *

The person in the proposed position would meet with students in our homeless population. They would also work with the mentally fragile population and their families to acquire wrap-around services. This person will support our school counselors in identifying, servicing, and educating our students and families with regard to their needs. Our population with students who self-harm, have suicidal tendencies, or who have been mentally, physically or sexually abused will be serviced by the mental health professional.

Assurance Form--MAKE SURE TO CLICK SUBMIT TO FINALIZE UPLOADING THE FORM!

*



assurances_srle_grant.pdf
 (Moved to Dropbox folder /Assurances)

Created 9 Dec 2015 4:24:03 PM	174.75.32.110 IP Address
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SECTION IV ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:

Gayle Jefferson
Authorized Representative

12-9-15
Date

Gayle Jefferson
Print Name Here

Somerset Academy
Organization SKY Pointe

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

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#17

COMPLETE



Collector: Email Invitation 1 (Email)
Started: Friday, December 11, 2015 7:52:21 AM
Last Modified: Friday, December 11, 2015 7:58:23 AM
Time Spent: 00:06:02
Email: francine.mayfield@somersetnv.org
Custom Data: None
IP Address: 174.71.195.56

PAGE 1: School Input for Grant Application

Q1: School/Campus Name	Somerset North Las Vegas
Q2: School/Campus Contact Information for this Grant	
Name	Francine Mayfield
Address	385 W Centennial
City/Town	North Las Vegas
State/Province	NV
ZIP/Postal Code	89110
Email Address	francine.mayfield@somersetnv.org
Phone Number	7023762389
Q3: Enter your school/campus's total student population.	1250
Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.	3
Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.	39.0
Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.	Respondent skipped this question
Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.	90
Q8: How long is your school's instructional day?	8.0



SOMERSET ACADEMY

OF LAS VEGAS
NORTH LAS VEGAS CAMPUS
Dr. Francine Mayfield, Principal

Social Worker Grant

Somerset North Las Vegas has a population of 1250 K-8 students with four hundred and fifty of these students in grades 6-8. The demographics of the school include 20 % African-American, 5% Asian-American and 75% Caucasian.

The family constellations of the students is bifurcated; half from traditional family constellations, half from single family and/or living with relative other than mother or father. Over the past year and one-half, we have referred 10 students for mental-health treatment, 8 of which were threats of suicide, and two for “cutting”. Additionally, the majority of our parents are in the military. Acting out, depression, and sadness are frequently observed in these students, especially during times of deployment. Students from non-traditional families are often in a state of transition, moving from home-to-home and caretaker to caretaker. Finally, while difficult to measure, we have observed our homeless population to be on the rise.

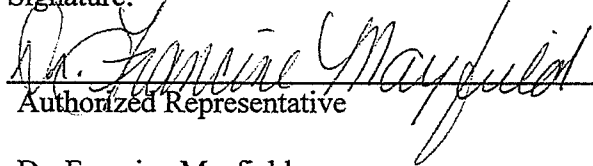
Mental health services in the greater Las Vegas area are severely lacking. Even when a facility admits one of our students, their care is often short-term and recommendations to the school are vague to non-existent. Having a mental health professional would greatly assist with the provision of school care plans for our mentally fragile students as well as a liaison between school, mental health facilities and families. A social worker would be used to help with wrap-around services for our low socio-economic students, family support for our military population and even adjudication support for our habitual discipline issues.

SECTION IV ASSURANCES

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7. Districts will submit an annual Financial Report.

Signature:


Authorized Representative

Dr. Francine Mayfield
Print Name Here

12/11/15

Date

Somerset NLV
Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

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Nya Berry

From: Andrew Chapin <Andrew.Chapin@somersetnv.org>
Sent: Monday, December 14, 2015 11:16 AM
To: Nya Berry
Cc: John Barlow; Reggie Farmer
Subject: FW: Survey

From: Reggie Farmer
Sent: Monday, December 14, 2015 11:14 AM
To: Andrew Chapin <Andrew.Chapin@somersetnv.org>
Subject: Survey

1. Somerset Academy Las Vegas – Stephanie Campus
2. Reggie Farmer – (702-998-0500) 50 N Stephanie - Henderson, NV 89074
3. 870 students K-8
4. I would hire 2-3 social workers at my campus.
5. Suggested in the survey
6. Suggested in the survey
7. We will have approximately 100 days of school from January 1 to June 30.
8. Our school day for middle school is from 8:00am-3:30pm (8.5 hours)

For each school:

- Describe the population of the school.

Our school population consists of 850, K-8 students from which we have students who are homeless to and through students who want for nothing. We have found that many of our students suffer from high anxiety due to the “helicopter parent” effect and the pressures that come with it. Our school is approximately 85% Caucasian, 10% Hispanic, 4 % African-American, and 1% other.

- Describe the needs of the population, using supporting data.

Per data collection from previous counseling groups and intake assessments, anxiety, anger management, divorce groups, and grief are the main needs at our school.

- Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population.

Currently our counselor to student ratio is 1:850. Obviously that is well above any suggested number. A mental Health Professional could help assist our students and families and allow our counselor to spend much more time in classrooms serving student needs at school. That would ease the caseload on our counselor and allow the mental health professional to assist with follow up and group counseling.

- Who is your target audience and how would use the social worker/mental health professional?

Our target audience is ll of our student Kinder-8th grade. The needs are varied amongst each grade level. Anxiety is high is in middle school. Many students are stricken with incurable disease that affects the entire school population.

Application Narrative

#31

Describe the population of the school. *

Our population is becoming more and more diverse with each student enrolling. However, currently we are approximately 85% Caucasian, 8% Hispanic, 6% African American and 1% other. We have many students who are at/above grade level, but we are enrolling more and more students who are below grade level.

Describe the needs of the population, using supporting data. *

Our needs as a school where a social worker would be concerned would be additional parenting skills, outside resources for students with disabilities, support for home life for some of our students, attendance concerns, etc.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

We would incorporate our social worker into our school climate. She would work directly with the families of our students with behavior issues, home life issues, attendance issues, medical issues, etc. Our social worker would work closely with our teaching and administration staff to help us better educate and provide for our students.

Who is your target audience and how would use the social worker/mental health professional. *

Our target audience is every child identified by our teachers and counselor that are in need of social services. WE would identify the needs of the students and their family to provide them with the additional support they would need to be successful.

Assurance Form--MAKE SURE TO CLICK SUBMIT TO FINALIZE UPLOADING THE FORM!

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survey_assurance.pdf

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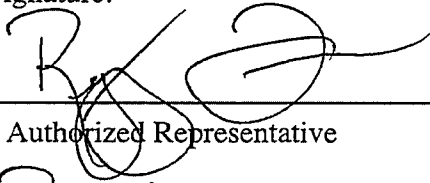
Stephanie

SECTION IV ASSURANCES

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Signature:



Authorized Representative

Reggie Farmer

Print Name Here

12.11.15

Date

Somerset Academy Stephanie

Organization

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